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UNIVERSAL EDUCATION
THE SAFETY OF A REPUBLIC

VOL. XXXIV, No. 1.

ST. LOUIS, MO., JANUARY, 1901.

ONE DOLLAR PER YEAR.



MEDITATION.

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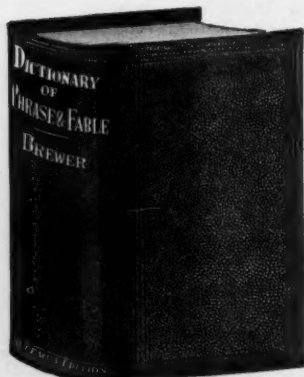
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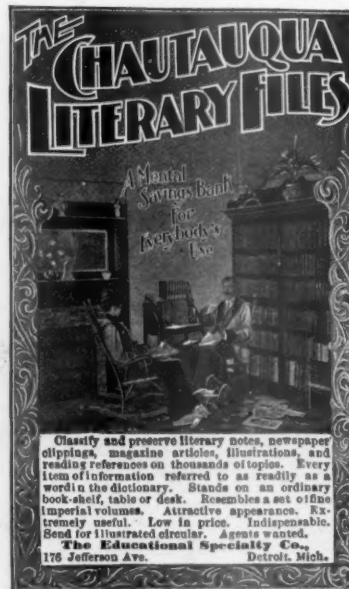
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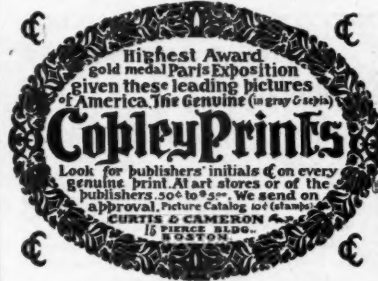
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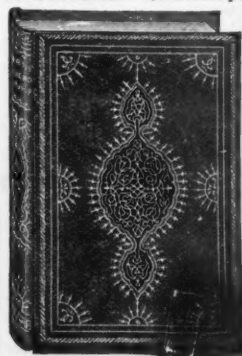
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VOL. XXXIV. No. 1.

ST. LOUIS, MO., JANUARY, 1901.

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EDITORIAL

This issue, you see, is No. 1, of Vol. 34. The work done by this Journal during a full third of the nineteenth century, we bring with us over into the twentieth century. On this granite foundation we build our hopes for the larger work devolving upon us to meet the demands of the twentieth century. We need, very much need, the co-operation of all educators who see, with clear vision, the advance needed in all departments of our educational system. With this co-operation we hope to make every issue of this Journal in the twentieth century a strength, an inspiration, a joy to every teacher, to every educator, an unquenchable fire, leading towards the highest and best, if not up to the highest and best in character, attainments, influence and power.

We all of us need, teachers and pupils alike, to get nearer the focus or burning point where all the faculties meet, the concentration in which judgment and memory flame into genius, and all our ability is on fire to accomplish our object. No obstacle can stand in our way at such a combination.

These opening years of the new century show great progress in the intellectual perception and in the application of the principles of morals and religion as in any other department of human activity—all of this gainful and permanent, because based on a solid growing intelligence.

We must do better and more in the schools, in society and for each other, because we have more light and better facilities furnished us. Our schools train and teach in these directions constantly.

These are stirring times—teachers and pupils, too, must be alive and alert to do the best and to get the best.

Ignorance in these days is a voluntary misfortune.

HOW TO DO IT.

"Be sure of this—

What I can help thee to, thou shalt not miss."—Shak.

In a recent issue of The Journal we quoted for the benefit of the principals and teachers—more than fifteen thousand of them, in our High Schools—an extract from a late address given by Dr. Wm. T. Harris, U. S. Com. of Education, delivered before the "University Convocation" in Boston, showing that the chances of success for the properly educated person in both character and attainments is as 250 to 1 over the uneducated person.

These invaluable statistics were gathered and published, first, by Dr. Charles F. Thwing, president of Western Reserve University, who a few years ago took the six volumes of Appleton's Cyclopaedia of American Biography and counted the college graduates in its list of over 15,000 names. A little more than one-third of all, were discovered to be college men. This very careful and extended examination of this data, establishes the fact that the chance of the college man as compared with the non-college man, is as 250 to 1 to become distinguished as a public man of some sort—inventor, scientist, artist, author, teacher, clergyman, statesman, lawyer, engineer; in short a man with the balanced, directive power, which a high school and collegiate education gives—the directive power thus gained, enabling a person not only to know, but to combine matters into a new and useful form, or to combine men in such a way as to reconcile their differences and produce a harmonious whole of endeavor—the chances for success in life of such a person is, as 250 to 1 over the individual who has not had this high school and collegiate training.

When two such authorities take the time and trouble to search out and furnish such valuable and important data, it would seem as if our high school teachers could take it and so put it before their students that they would cling to these opportunities, afforded by the high school training, as they would to their eyesight. Show them their chances for success in life are enhanced 250 times over those who

carelessly and heedlessly drop out of the course. We shall follow up these facts in future issues of the Journal, so that our high school teachers may be sure that—

"What I can help thee too, thou shalt not miss."

A NEW MOTIVE.

"Those precious motives,
Those strong knots of love."—Shak.

What helpful, precious, wise, golden words of wisdom are these, spoken in a late address by Dr. Charles W. Eliot, president of Harvard College?

He puts into these words the ripe experience gleaned from many years of close observation in the training of young people. If our more than fifteen thousand high school teachers who are so properly and legitimately anxious to hold the older boys and girls in and through the high school course, and pass them on up and through a collegiate course, if they will read and adopt these helpful suggestions, they will soon realize their wishes, and a yoke of oxen could not pull these pupils out of the high schools.

President Eliot says:

"A new motive is presented in our day to the teacher, the parent, and the children—the motive of joy through achievement. The great joy in life for us all, after the domestic affections, is doing something and doing it well, getting where we want to get, and bringing others where they would like to be.

"Give every child, we say, the joy of achievement. Do not set it to do what you know it cannot do well. Set it to do what you think it can do well, and show it how. That is just what goes on in a happy kindergarten, or in a successful university conference or seminary.

"This is the new and happy aim in modern education—joy and gladness in achievement. I need not say that freedom is necessary to this joy.

"Schools used to set children doing things they could not do well. That, fellow-teachers, is the unpardonable sin in educational administration. It is not for the happiness of the children only that this new motive—to increase joy—has come to bless us. It brings new happiness to the teacher also. It is means of happiness for everybody throughout life.

"As a result of the advent of this new policy we are learning not to use with children a motive that will not work when the children are grown up. To be sure, we must admit that this doctrine condemns almost all the school discipline of the past, and much of the family discipline; but the future will not mind that, if it finds the new doctrine beneficent.

"Ladies and gentlemen, I do not know a more sacred occupation than the function of a superintendent of schools in the United States.

"The more I see of the kind of work a good superintendent does, the more I am impressed with its beneficent character. Let me urge you to mix freedom with all your policies and efforts. It seems to me that nobody's name lives in this world—to be blessed—that has not associated his life-work with some kind of human emancipation, physical, mental, or moral. * * * Verily, it seems to me to have served liberty will cover a multitude of sins. May you serve freedom and humanity in all your labors, and then have no sins to cover."

A HEAD TALLER.

"Spoke like a tall fellow
That respects his reputation."—Shak.

Dr. W. T. Harris, United States Commissioner of Education following Dr. Eliot, at the same meeting, said:

"After the address of Dr. Butler to which you have listened this morning, giving a survey of the movements of this century in the light of former centuries, and after the discussion of President Eliot, who holds with an iron grasp the facts of his time and compares them with the highest ethical standard of our civilization, I am sure that every schoolmaster here feels at least a half head taller than before.

"Dr. Butler has made a magnificent review of the century, showing the growth of its spiritual interests. What he says concerns the work of every person present, and I presume that there are one thousand 'one-man powers' here this morning (including several one-woman powers, too, who are superintendents of cities, and even of states). The great movement has been toward individualism, * * * and at the same time from the individual toward the universal by means of an all-around culture; for the highest individualism is that achieved by a self-activity by which the solitary human unit adds to himself the insights and achievements of his entire race, and makes them his own possession so completely that he can use them to conquer nature and to draw closer his union with his fellow men. For this century of individualism has been made possible by the efforts of scholars to make a scientific inventory of nature and to use the discoveries of science in labor saving inventions."

We are obliged to abridge this very valuable discussion somewhat for want of space, but we hope every word, as to the value of the printed page or the value of "eye-mindness" over that of "ear mindness" will be most carefully considered for it comes

to be a strong plea for the school library. Dr. Harris says:

"I wish to recall to your minds some facts and figures that form one of the best indexes of the rate and character of progress that is going on in this country, namely, the statistics of the increase of higher education. In twenty-five years the number of students in institutions of higher education, such as colleges and universities, has increased from 598 in a million to 1,215 in a million inhabitants, or more than double. Secondary education shows the same increase. While in 1876 there were only 2,150 in a million working on studies preparatory for college and branches of study of an equivalent degree of advancement, in 1897-98 there were 7,630 students (in each million inhabitants) engaged on such branches. The increase of secondary students studying Latin and advanced mathematics, and in general taking up the branches which are supposed to be more of the nature of a solid foundation than the other branches, is also very encouraging. In eight years the number studying Latin has increased from 33 per cent of the entire number of secondary students to 49 per cent.

"The increase of the quota of the population that acquires secondary and higher education shows conclusively that, in proportion as wealth increases and the productive power of the people gains in strength, the people at large give their children better educational opportunities. What these better opportunities mean in general I will attempt to show by discriminating the cultivation of eye-mindedness from the cultivation of ear-mindedness. It will be admitted that the illiterate person knows language or speech only by the ear. As all people do their thinking mostly in words, the illiterate person may be said to be ear-minded. * * *

"But how limited is this power with the illiterate person! By means of letters one comes to be able to put down his life experience in written and printed words, and all persons who can read get the power of living over his experience, interpreting the signs which are addressed to the eye and not to the ear.

"Through letters the person becomes eye-minded, and when a person can read without effort he finds himself in possession of a much more accurate mind than is possible in the case of the illiterate. Ear-mindedness, having to keep up as it does with the spoken word, and having to depend on the memory of what is spoken, cannot critically examine the statements and descriptions, the definitions, as it can do when it has before it the printed page. In fact, accurate thinking for the most part becomes possible through eye-mindedness and not through ear-mindedness.

"Then just think of the scope which eye-mindedness attains! It does not depend at all upon the living voice, but it can become participant in the experience of persons at a distance, of all nationalities dwelling in all parts of the world. It is not limited by time. It can make available for its use the writings of all peoples that belong to the historical era, and, in fact, it can use the experience even of the peoples whose only records are monuments and written tables of the prehistoric era.

"Think of the meaning of this for the development of individuality, the development which has been described so eloquently this morning as the peculiar index-mark of the nineteenth century! For individuality grows through the appropriation or assimilation of other individuality, and while the ear-minded person can command by means of wealth the services of oral teachers and gains his instruction through absorbing the lives of his oral teachers, the eye-minded, on the other hand, can command the services of the book, and the book awaits his leisure.

"All parts of the earth become to him substantially present like his own village. Not merely ordinary teachers come to his service, but the wise men of his race await his leisure in the books which he possesses. These facts about ear-mindedness and eye-mindedness seem trite like a twice-told tale, but few persons are in the habit of thinking what a difference it makes with an entire people to pass from ear-mindedness to eye-mindedness through the beneficent influences of the common schools. In our minds there remains the impression of what we read in the papers this morning regarding the victory of yesterday in South Africa. Some of us read this with grief in our souls, and some of us read it with great rejoicing. As an eye-minded people, with us world gossip has taken the place of village gossip in its hold on our lives."

This is the policy and effort of the school to make the most and the best of every child. Let this be stated, re-stated, worked for—published until the hearts of the people are aflame with interest and zeal for school advancement. Then there will be school libraries furnished for every district—constant, cordial, earnest co-operation to help the teachers—help the pupils—help each and help all.

The people perish for lack of knowledge—it is of great pith and moment that our teachers start a school library without delay.

What a new moral as well as intellectual heaven the new century reveals to all the people.

ILLINOIS AND MISSOURI.

"It was my hint to speak—
Such was the process."—Shak.

The St. Louis Daily "Republic" of December 21st, in speaking of a report of the St. Louis schools, it proposed to publish, said: "This digested collection of facts, should be read, cut out and read again, by every parent and every tax-payer."

"Some time ago the editor of the American Journal of Education, St. Louis, claimed that a liberal distribution of copies of that paper among the teachers, school officers and tax-payers would reimburse each teacher so circulating it four-fold its cost of \$1 per year.

"The teachers caught the idea, and wisely and zealously worked until one hundred and fifty thousand copies were paid for and put into circulation.

"At the close of the next year the report of the State Superintendent of Public Instruction for Missouri showed that the increase in the average wages of each teacher in the State was \$19.62.

"Of course, it was not claimed that all this was due to this journal, but that it was an active and prompt, and the principal factor in securing this increase of \$19.62 in the compensation of our teachers, no intelligent person will deny."

This "was my hint to speak," a word to a large number of principals of schools to whom we mail sample copies of this issue. A valued contemporary in speaking of the direct money value already realized to teachers by circulating copies of this journal among the tax-payers and the people, said:

You see, that a liberal circulation of this journal has proved to be a good investment for all of our teachers in the past. Many high school principals paid for and circulated several copies at a relatively small cost to each individual, but the average increase in the wages paid as a result of this small expenditure was \$19.62, as officially stated by the State Superintendent of Public Instruction.

Of course, under the present improved conditions of the country, our school officers are abundantly able to increase, materially, the wages of all competent teachers. This has been done in Illinois already to a large extent, and in other States also, as we stated in our last issue.

When we started this journal in 1867, the average wages paid teachers in Illinois was not quite \$32 per month. (See State Superintendent's report for 1867.)

To-day the average wages paid male teachers is \$60.34 per month, and the average pay of female teachers is \$52.34 per month.

The average salary now paid as shown by State Superintendent's report, is \$54.30 per month, showing an increase of \$22.30 per month over 1867.

We are proud of this average increase of salary. It is well deserved. No teacher should be employed in the schools who is not worth at least \$50 per month, and if they are worth this, they ought to have it.

Illinois makes a fine showing of the average amount paid to her strong, faithful, efficient teachers. The amount paid, as shown by the State Superintendent's report is an average of \$54.30 per month to 26,313 instructors.

KANSAS.

"What news, then, in your paper?"—Shak.

Kansas is nothing, unless progressive. Prof. Oscar Chrisman, Professor of Paidology in the Kansas State Normal School, Emporia, Kan., startled the world, and "The National Congress of Mothers," at Des Moines, Ia., by a brilliant lecture on the new word, "Paidology," or the science of "Child Study." The new word and the new, plain way the professor gave of treating the subject, brought out words of protest almost as strong as were the words of commendation. Prof. Chrisman evolved the new word "Paidology" from "pais, paidos, child, and logos, is the science of the child."

Of course we should like to publish the fine address in full, and the spicy, sharp comments it provoked, but the whole report can be secured by writing to Sallie S. Cotten, Washington, D. C.

President A. R. Taylor has gathered a very strong, able, influential faculty into the normal school at Emporia, a faculty that is making itself felt in every home in the State of Kansas.

Every acre of land in Kansas is made more valuable by the work of these teachers. Every vested security brings a larger price, and pays a larger dividend as a result of the training of pupils, parents and teachers to obedience to law in the State by this institution.

We have met these graduates in most of the larger towns, and cities in Kansas, and they are the leaders in all that tends to build up a higher, nobler Christian citizenship. It is quite time the invaluable work of the Kansas Normal School at Emporia was being recognized to a larger extent by the citizens and tax payers of Kansas, as it is by intelligent people in all sections, beyond the borders of the State. We hope the "Paidology" professor and others equally brilliant from the Kansas Normal School will again be invited to address "The National Congress of Mothers," and other national organizations. They will be very apt to hear something solid, brilliant and practical if they do invite them.

IOWA.

"The books, the arts, the academes,
That show, contain and nourish all the world."—Shak.

Hon. Richard C. Barrett, Superintendent of Public Instruction in Iowa, is vigorously and effectively at work to establish libraries in the State, aided by an intelligent library commission, whose duty it is to "give advice and counsel to all free libraries and to all public school libraries, and to all communities which may propose to establish them."

This commission is composed of Mrs. Lizzie S. Morris, Grinnell; Mrs. Harriet C. Towner, Corning; Miss Jessie B. Waite, Burlington; Hon. W. B. Johnston, Fort Dodge; President George E. MacLean, Iowa City; Hon. Johnson Brigham, Des Moines, and the superintendent of public instruction.

Superintendent Barrett goes further than this, and tells every high school teacher and every other school teacher, too, in Iowa, that "if you are desirous of arousing an interest in libraries, and need assistance, the commission will gladly aid you.

"So far as it is possible Miss Alice S. Tyler, Des Moines, the secretary, will, upon application, visit without expense, cities and towns for the purpose of encouraging the local helpers and promoting the library cause by giving advice, making suggestions, and delivering public addresses."

"Visit without expense cities and towns, give advice and deliver public addresses!

We should think ten thousand teachers in Iowa would rush in their applications for the services of Miss Alice S. Tyler on these terms. Many of the teachers in Iowa already have libraries in their schools. Why not you? It is such zeal as this that commands the love of the pupils and the respect and co-operation of parents and trustees.

Libraries attract pupils and maintain a better average attendance. Try it and see if this will not be your experience, as it has been that of so many teachers from whom we have heard.

Miss Caroline M. Hewins, secretary of the Connecticut Public Library Committee, says with truth, and great force, too, that it is a strange misconception of the function of a school to allow the pupils to go out with the tools of knowledge, but deny them the ability to use them.

The children need to read, not only upon the topics assigned for lessons, but to gain an entrance into the world of life and literature, and to become acquainted with the men and thoughts which the world has produced, and which govern it. We wish Missouri, Illinois and other States could arrange to have such a visitor as Miss Alice S. Tyler, sent out on such a mission, "without expense."

Iowa is constantly gaining both in her appreciation of the strong, efficient work done by her teachers and in her ability and disposition to give all her instructors adequate compensation for their labor.

An investment of a few dollars by the teachers of Missouri brought each one of them very large returns promptly. Such an investment will bring equally prompt returns to the teachers of Iowa as well.

The tax-payers of Illinois get the worth of their money in this investment many times over.

Some of the oldest instructors in Illinois will remember we had for years an Illinois edition of the American Journal of Education, helping on the good work which to-day is shown in an average increase of wages up to \$54.30 per month.

This journal will largely, strongly and constantly help and reinforce the work done by the local journals of education in all the States. It will show the tax payers the value of the work done by our schools and teachers in creating intelligent, law-abiding, self-sustaining, productive citizenship. The teachers of the United States—in the vast work they do—in constantly training of their pupils in these directions, are worth to each State and to all the States ten times the money paid them. Ignorance and crime cost the tax payers in money more than \$600,000,000, every year in the United States—and then, after paying this enormous sum of \$600,000,000, we get mere hulks—empty, denuded hulks of criminals to go on through the same processes again, and at the same expense; whereas the schools and the school teachers train all the time to an intelligent, law-abiding, productive citizenship. Why not put these facts before the tax-payers all the time, in the local papers, as we furnish them, and so, by an united effort, create new interest in the work teachers and the schools are doing! Why not?

The people need to know that all the money paid for education is a good, safe investment, paying a large dividend.

Competent teachers employed insure all this. The means and "methods" adopted do not interest the people or the tax payers—the results do interest all.

We show results attained in every issue of the Journal. This is why there is a steady and sure increase in the compensation of teachers where this journal is circulated. \$19.62 was the average gain in one year, as officially reported by the State Superintendent of Public Instruction.

MORE SUGGESTIONS.

"They'll take suggestions."—Shak.

Fortunately, or unfortunately, it has been our pleasure to attend a large number of teachers institutes the past season. We have looked in upon the bright, brave, earnest, conscientious young men and women who are teaching in the high schools. Their papers read, and the clear cut, fine discussions following, have both greatly interested and profited us.

Nearly all these papers and discussions were aimed at one specific point, "What can we do, to hold on to the bright boys and girls, so that they will take the whole course, and go on and up, through the collegiate course?"

"Modify the High School Course!" suggests some one. What shall we omit and what shall be insisted upon? The discussion goes on and on, and on. It is useless to try to adapt or to adopt a course that will suit all. The best way, is, to show that all this study—all these requirements—are simply and only means to an end—and the end is, to give such an all-round culture as shall best develop the mental, moral and physical capacity of the pupils. In another article in this issue we show "How to Do It." That article and subsequent articles we propose to furnish, we think will very materially help the principals and teachers of our high schools, to solve the problem.

We think if every high school principal would read and circulate among the teachers and the more intelligent pupils and their parents, a few extra copies of this journal containing the data furnished by Dr. Wm. T. Harris and Dr. Charles F. Thwing, a long and an important step would be taken towards solving the problem of "how to keep the boys and girls in the high school until they finish the course."

It is what we don't know that hinders and hurts and cripples us, all the time. The boys and girls need to be shown the help and the value of the advantages of the "High School Course of Study," from the larger and wider outlook of such experienced educators as Dr. Charles Eliot, president of Harvard University; Dr. Charles F. Thwing, president Western Reserve University; Dr. Wm. T. Harris, United States Com. of Education, and such other strong leaders as we quote—men of the highest distinction and the broadest culture.

How many of our high school principals—more than five thousand of them—how many of their three or four assistants in each high school, running the number of high school teachers up to more than fifteen thousand—how many of these have sat down and

carefully gone over this data—explained to their pupils clearly, and fully, the advantages to be derived from holding on, despite the obstacles—and taking the whole high school course, and more, too, perhaps, so as to be able to go on to their full strength and power?

Would it not be well to consider these suggestions carefully, and if they seem to be reasonable and sensible to act upon, and to adopt them?

They are made after a careful study of the situation for this one specific purpose.

The careful and conservative economist of London says: "Never has the American nation possessed so much accumulated wealth ready to flow into any enterprise of promise. Never have her industries been so well able to meet competition in the home and in the world's markets. Never has the production of her mines been so great.

"Never have her farms produced more valuable crops of cereals and cotton nor the farmers possessed more numerous and more valuable flocks and herds. Never have the railroads been able to transport her products and people more economically, expeditiously and profitably, and we may add that never have the railroads been so strong, both physically and financially, as they are now."

If our teachers and educators take these plain facts to the people, and especially the school officers, we are sure they will provide both for longer school terms and for more adequate compensation to our teachers. We shall do our part fully in collating these facts.

One thing—our high schools should not spend their time and strength in trying to fit a square peg into a round hole.

If the course of instruction laid down does not fit and adjust itself to the nature and capacity of the child, it hurts and hinders more than it helps.

We make a very great discovery when we discover the value of a human being.

Detroit has been selected as the place of meeting of the National Educational for its fortieth annual convention. The meeting is to be held July 8-12, 1901.

There are a good many persons in this country of large, as well as small, means, who, if they could secure \$19.62 on an investment of one, or two, or three dollars, would be glad to invest the money. In another column we show by "official documents" how we have helped to secure this. It can be done again.

The meeting of the Department of Superintendence of the National Educational Association will be held in University Hall, Fine Arts Building, 203 Michigan boulevard, Chicago, February 26th, 27th and 28th, 1901. Admission will be granted only to members of the department, owing to the size of the hall. President A. T. Hadley of Yale, will deliver a lecture on the 26th. A very fine program has been prepared for the meeting from beginning to end. The Auditorium Hotel will be the headquarters. The usual reduction in railroad rates on the certificate plan, is assured. Any further information desired will be cheerfully granted by L. D. Harvey, president Department of Superintendence, N. E. A., Madison, Wis.

A really vigorous, vital organization of "the State Library Association" has been launched at Columbia and an intelligent, efficient set of officers elected to do the work needed. The names of the officers chosen, their ability, experience and high character seem to insure success.

We give their names and post office address, so that the teachers and school officers, of the State may know with whom to communicate and where to reach them. We hope to see vigorous and successful efforts made to place a school library in every school district in the State of Missouri the first of the twentieth century.

The following are names and the post-office address of the officers chosen: President, F. M. Crunden, St. Louis; first vice-president, P. B. Wright, St. Joseph; second vice-president, Mrs. C. W. Whitney, Kansas City; secretary and treasurer, J. T. Gerrould, Columbia.

It is always a pleasure to us to call attention to the very attractive and strong courses of study for the summer sessions of Cornell University. We gather from the preliminary announcement at hand that for 1901 some 84 courses in 19 departments will be offered.

The inference is clear that the summer sessions are growing popular. We find many well known names among the teaching force; as, for example, Professors Carson, Crane, Hewett, Wait, Burr, Bennett, Jones, Titchener, Atkinson, Bristol, Moler, Morris, Harris, Tanner. We note, however, a few names from other institutions. Thus, Prof. Frank A. Fetter, from Leland Stanford University, will teach the Economics; Prof. Albert P. Brigham, of Colgate University, will give the instruction in Geology and Phy-

siography, and Prof. Herman Schoenfeld, of Columbian University, is to teach German by means of the German language itself.

Ithaca is an ideal location for a summer school, easily accessible from all directions. In fact, we suggest you drop a line to President Schureman and secure the new catalogue at once.

Take the facts as stated by the historian Green: "Mine is the calf that is born of my cow," is what the old Saxon said when he wished to sell his child into slavery. Wife and child, cow and calf, were on equal footing as property with the Saxon. Has not the intelligence and the ripening moral sentiment growing out of it been very, very helpful all along these lines? The schools come to be the purveyor of both to an extent and degree scarcely realized only as specific attention is called to these facts.

There has come up to our horizon in this opening year of the twentieth century a vastly higher and clearer perception of what is right in society, and this gain, based on the intelligence growing out of our public school system, is a permanent gain—and more light will bring more equity—more justice, more help—not less. All of it is additive, none of it subtractive.

Is it not true if the best were done for all the children and every child with this help was enabled to make the best of himself, our teachers would multiply their power in the schools and among the people, too, a thousand fold? We want to help along on this line—by suggestion, by co-operation, by stimulation to more specific work. Will every teacher aid us? We hope so.

Facts of history and of science, too, that look very incredible to our short sight and to our ignorance may become luminous with truth and wisdom in these opening years of the twentieth century. Let all our teachers go right on in their great work of spreading the light.

The seed expands—the child expands—the town grows, the city grows, intelligence, culture, wealth grow, and there comes to be by virtue of the work and training given in all our schools a progressive, moral and spiritual revelation to all—culminating in character.

Goodness and truth are the honey of a man, in this hive of his body.

Do not dispute.

COMMUNICATIONS

STONES FOR THE TEMPLE.

BY MISS ANNA E. SPATES.

"The soul is a temple more majestic than any cathedral, —a temple in which principles are foundation stones, and habits are columns and pillars, and faculties are master-builders, every thought driving a nail and every deed weakening or making strong some timber."—Newell Dwight Hillis.

That wise king of the Orient who built the world's most famous temple, chose for his master-builder a "cunning workman," filled with wisdom and understanding. "Great stones, costly stones, and hewed stones, formed its foundation, and the material for its walls was so carefully prepared in the quarries that there was no sound of hammer or other tool of iron heard, as each stone was fitted into its place. This temple, wisely planned and skillfully erected, was seven years in building.

All instruction for the young, whether physical, mental, or moral—has for its ultimate object the best development of body, mind, and soul, into one beautiful, symmetrical whole that we call character, and which Emerson defines as "Nature in its highest form."

In early life, the plastic mind, retentive of the seed sown, whether good or evil, receives impressions and forms habits that at maturity have become perfectly chiseled marble, fair to look upon, or, alas! if the habits have been bad, hideous grinning gargoyles that are a travesty upon the beautiful possibilities of childhood.

The most rapid growth of the brain takes place during the first seven years of life; these, with the seven years following, which are the first years of systematic and consecutive study, are a crucial period in the development of character, for then the dormant reasoning powers and other faculties are awakening, and habits are being formed that become the nails and mortar, making the structure strong and permanent.

This growth and development cause a reaching out after knowledge, and a clearly defined desire to know the why and wherefore of the opening page in the book of nature, and the hitherto hidden mysteries of ethics and religion.

All ancient and modern wisdom in combination is often needed to answer the child's innumerable questions, and, by wise admonition and instruction, lay such a foundation for character that he will be ena-

bled to rightly discern the difference between good and evil, wisdom and foolishness, truth and dishonesty, and the various other passions of life, and make for himself a choice of the better part; for all well-developed character shows a personal choice of dual motives.

The successful educator must appeal to the intellect, reach the sensibility, and influence the will. The more quietly this is done and the less of friction there is in placing upon the foundation the superstructure of developed powers, physical and psychical, the more beautiful and thorough the result.

Molding character toward the ideal would not be ignoble work for angels. Aristotle says that "he who has received an education differs from him who has not as the living from the dead."

Along the winding pathway of history is recorded the fact that the wisest, whether individuals or nations, are the greatest. The disciple that brings them wisdom may be strenuous, but the results are sublime.

When Napoleon had conquered and humiliated the Prussians on the battlefield of Jena in 1806, the nation, weakened and discouraged by defeat, turned to education as a means of regeneration, and the result proved their wisdom. Nearly seventy years later, when they met again in battle, the conquered became the conquerors.

The will element gives human action moral and religious quality, and the way that leads to its development and strengthens it in right principles is the way to be sought. The supreme effort should not be an attempt to help the child, so much as to show him how to help himself.

A sturdy little fellow, whose strong will had been running riot, when led to see the error of his ways, declined all offers of assistance toward helping him to better self-control.

"I don't want you to help me," he said, with the reformatory spirit of a Martin Luther, "I'll do it myself." The very pose of his body showed determination. The victory was not easily won, but in the end was a brilliant success. Self-discipline is the only discipline that results in the highest personal good.

No one is more appreciative than children of the bounteous wealth of nature's garner house, when once their eyes are opened to see its beauty. Blossoms, birds, bright-tinted clouds, frost-bediamonded trees sparkling in the sunlight, and the song of the brook as it babbles over pebbly sands, are greeted with enthusiasm, while the element of danger in a

wind or thunder storm is often a marked test of courage and self-control.

It is in childhood that curiosity, the mother of knowledge, keeps an open door into the inmost recesses of the developing soul; and the love of wisdom, truth and beauty may then be so instilled into the child's being, as to become an integral part of his nature.

823 Portland Avenue, St. Paul, Minn.

THE MISSION OF NATURE STUDY.

BY BESSIE L. PUTNAM.

Second to child study in the pedagogical scheme, the study of nature presents a wide and most useful field. An outgrowth of the last twenty years, largely of the last decade, it has come to stay, and its mission is far-reaching.

Already fruits of its work are in evidence in the rural districts, where, too oft, the charge is made that the school curriculum lacks the practicability needed in agricultural pursuits. The agricultural press has in many instances, nobly seconded the work of teachers along this line, and pupils and parents are thus working upon the same lines. The life history of our most common insects becomes familiar, and the most skilful methods of eradication, if they be noxious, follows. Birds, toads, even snakes, are accorded their true places in the agricultural plan. Blind slaughter gives way to intelligent research, not so much in books, though they are very convenient guide-boards, as into nature's pages.

Aside from the mental drill gained by observation and comparison, the study of nature may become one of the strongest bonds of sympathy and affection between teacher and pupil. Child life and animal life instinctively unite. What child does not like pets? This fondness may, by artificial means, resolve itself into abject cruelty. The boy who seeks pleasure only in the lank form of the squirrel dangling from his belt has missed the joy and mirth of this most winsome creature. Far better were he taught to watch its gymnastic performances among the branches, its clever method of extracting the rich kernel from the hard shell. The child who has watched the graceful movements of minnows in some small stream naturally revolts at the idea of casting a bended pin into their midst; but popular ideas of sport have well nigh rendered the infant heart callous, and it is one of the privileges, one of the duties of nature study to correct the error.

Granted that every child normally constituted has a natural taste for animal life in some form, it remains for the teacher to discover individual traits and to adapt her methods to them. The incorrigible youth

oft shows in this his vulnerable point; and a friendly interest manifested in his favorite sport, a molding of mere pleasure or cruel sport into systematic notes on the object of his attention, not infrequently renders that pupil a most devoted friend and helper.

HOW FAR IS EDUCATION A CIVILIZER?

BY PROF. J. FAIRBANKS.

We had been led to think that education was to so enlighten and refine that the brute in man would be greatly held in check if not dwarfed, and, in time, entirely eradicated. We had supposed education was to make better citizens, more law-abiding and cooler headed. We have for a long time been teaching civics in our school with the hope to have our pupils so grounded in good citizenship and respect for law and order that when they took their place on the field of action, they would be well poised and safe citizens in every emergency. Recent events do not bear out or warrant all our claims and expectations for education. It would seem as though brutality and lawlessness were on the increase instead of decline. Train hold-ups and looting, highway robbery, even in our large cities, and numerous crimes one would not expect in a well regulated and properly-educated community, seem startlingly numerous. Worse even than all this are the awful exhibitions of brutality in burning at the stake and torturing in the most fiendish manner culprits who have committed crimes. These fearful exhibitions of savagery have not been confined to any one State, but have occurred in several, and in some of the best educated communities. Are not these exhibitions of unreasoning revenge a travesty on our education and civilization? Were greater scenes of cruelty ever witnessed, even among savages, where no written law existed? For the untutored savage there might be some excuse, but how can there be for those who abide in a land of law and order?

I cannot see how anyone can be justified in taking the law into his own hands, except in some extreme case for humanity, where redress by law might be impossible. A mob is unreasoning. It is liable to do some terrible deeds. The innocent is as liable to suffer as the criminal, and every one joining in the execution of a terrible deed is made worse by the act.

Brutality begets brutality; law breaking begets law breaking. Every good citizen and every wise man ought to set his face against mob law, and against every act of cruelty. Every educational paper in the land, as well as every other paper professing to inform and educate the people, ought to do its utmost to suppress mob rule or mob law, or mob cruelty.

I have not had the pleasure of seeing a single protest in any of our educational journals against any of these crying evils. It would seem as though silence gives sanction.

It would seem to me that one of the great purposes of education is to make law-abiding citizens, and if so, every educator should hold up in its true light any act of violence calculated to lower respect for law. Does not much of our teaching go to naught when we pass these enormities by in silence? Can we not, through education, lift our sons and daughters to a higher plane? Give them higher views of life? Nobler purposes? More humanity? and a juster appreciation of their relations and obligations to one another and to the State.

SPRINGFIELD, MO.

"CORRECT SPEECH."

Cora B. Wheeler, in *American Journal of Education* (September) strikes home by the above printed truth. Correct speech, lofty language, words, weighty words, are the forces that move all action, whether social or political. O, for the power to command words that burn, words that impress, words that beget right action! How important is it, then, that we begin at the very beginning of the child's school-life to eradicate the errors of speech with which he too often comes to us and to teach him a right usage of the tongue and pen. Every study on our list is of less value than language, yet possibly we give to language the least amount of effort. It is too frequently true that we book the thing through without so much as even thinking to honestly attempt to secure a correct application of the principles which we have had the children to master. The teaching of correct speech is one thing, and the use of correct speech quite another. "Ain't," "you'ns," "git," "set," "haden't," "orter," "guess," etc., are still too prominent in and around most of our common schools. If John finds grammar no account it is because John does not use it rightly. Anything not used is, in a sense, useless and without any value whatever to its owner or possessor. The use of a thing creates its value. A spade in the hands of one who never works need not be there. Any language book presents its subject "correctly taught." The pupil must school himself to use that which he is told to use. Let us seek to have them do so.

MILTON, ILL.

Free trade in both goods and ideas must prevail.

It is the eternal unfading glory of Jesus that he stood for the soul.

INTERESTING ITEMS ABOUT MISSOURI.

The forthcoming annual report of the public schools by Superintendent Carrington will be full of valuable things. In addition to the ordinary statistics, it will present a complete statement of the inception and growth of our school system and school funds; a directory of schools and school principals; plans and specifications for good one room, two room, four room and six room buildings, with some recommendations as to ventilation, heating, decoration, etc., cuts and outlines showing the work of the rural schools, and a discussion of many school problems by those who are solving them—the teachers themselves.

While Missouri has not a model school system, while much of the energies of those engaged in school work is lost for lack of proper organization, while much money is spent for schools without adequate returns, there is rapid improvement noticeable everywhere. The next legislature may be asked to do many things, some wise and some not wise. No radical school measures should be adopted and yet something should be done looking to better grading and classification of rural schools, to a divorcement of licensing teachers and the institutes, to encourage young teachers to better preparation and to arouse a deeper interest in the real work of the school among the patrons.

Superintendent Carrington has done this season what no previous State Superintendent ever attempted. He has inspected about 150 rural schools in different parts of the State. He is quoted as saying: "My observations seem to warrant my emphasizing the necessity of improvement along the following lines: (1) Closer grading and better classification, each school preparing pupils for entrance to schools of a higher grade; (2) More getting away from the formal text-book work and an interest aroused along lines of personal work in nature and in good literature; (3) More money put into supplementary books and less into maps and charts; (4) More attention given to school room decoration and hygienic conditions; (5) Steps taken to provide for rural boys and girls that stimulation that comes from the opportunity to attend a good high school; (6) A better understanding of the course of study, and a higher appreciation of the necessity for correlating the subjects and articulating the schools; (7) Expert county supervision could do much in harmonizing, unifying and systematizing the work, and be worth many times what it would cost."

EDUCATIONAL FOCUS

THE HOME AND THE SCHOOL.

It must be evident, also, that much of the work of the school, however, well and clearly conceived, will fail of reaching fruition, both during the pupil's school life and thereafter, unless the school can count on the effective co-operation of the homes, taken collectively, of the community. If the school lays stress on a life of service, and consistently aims to fix this idea as a life idea in the pupil's mind, while most of the influential members of the community persist in acting as if they regarded work in every form as a hardship which they intended to save their children from; if the school uses the lessons of history and of contemporary social interests to inculcate worthy ideals of private citizenship and of public office as a public trust, while the community shows its indifference to these ideals by toleration of, or practical devotion to their opposites, if the school rouses an interest in culture for its own sake, and beckons the pupil onward to a career of spiritual growth whatever his vocation may be, while the community is apathetic toward the pursuit of science, literature, and art for their own sake, and niggardly in promoting such pursuit—in short, if the school aims to prepare its pupils for a life of usefulness, of worthy citizenship, and of refinement, and the pupils are conscious that this three-fold preparation is not valued in the life outside, and after the school, as it is in the school, how can we expect that the lessons of the school, however well planned, will be a lasting influence in the pupils' lives? It is clear, then, that the community cannot safely evade its share of the responsibility for the right training of our children and youth. That responsibility is summed up in one word, re-enforcement.—Paul H. Hanus, in the *International Monthly* for December.

WHAT ARE WE LEAVING BEHIND?

Thoughtful minds have always looked upon life as a pilgrimage. We seem to ourselves to be on a journey through time. The years fly swiftly past as we seem to move on. With this view of life our question can soon be answered and dismissed. We are leaving childhood, youth and all past years behind. Many are thinking that they are leaving the old year behind them. It is a pleasing fancy that the past is gone. There were so many failures in it, so many hours when we were not at our best, so many days stained with evil or lost by neglect, that when the

year ended there was a kind of pleasure that the old year was gone. But truth breaks in upon this vain fancy and tells us that past years are not behind us but with us. We wake with the new year, and go forth into it the same moral beings we were when we drew near the last year's end, stamped with the impress of the experience we had just passed through. In no dim and uncertain sense our entire years are still with us in their results. Every experience of childhood, every temptation of youth, every struggle of maturity, every joy and sorrow, every influence of evil, resisted or unresisted, every impact of good, welcomed or repelled, made its record upon us, and now goes with us on our pilgrim march through life. It would be well if we could remove from our minds this fancy that we can escape the past by passing into a new year. Our life is not really broken up into fragments even a year long; it is one continuous whole.—Rev. T. E. Bartlett.

POLITICS IN SCHOOL MATTERS.

What is the proper relation of the schools to the State? How shall schools be freed from political interference in order that they may be conducted upon educational grounds? I cannot undertake to answer the question; to state it is enough. A few efforts have been made toward its solution, but the sad fact still remains that throughout the country educational machinery is in the hands of politicians, and the schools are to a greater or lesser degree dominated by influences other than educational. In the great cities of the country the politician has even yet pretty nearly a free field. Boards of Education whether appointed or elected, are almost all of them political organizations, and in some of their functions, if not all, apply political methods and sacrifice the best interests of the public to the interest of either partisan or personal politics. Even the capital of the country, which is supposed to be governed without partisanship and upon a high plane, has recently given a most disgraceful exhibition of the worst sort of personal politics masquerading under the senatorial toga. In New York and Chicago a change of mayor presupposes a change in the membership of the school board, simply because of political affiliation.

* * *

Now what is the remedy? The attempts thus far made have been in the line of remedial legislation. Failure has been, in my judgment, due to the fact that the legislation has been in advance of public sentiment. In a general way the average citizen wants good schools; but particularly does he want to have his own way in regard to the treatment of his children,

and more particularly if he has sisters, cousins or aunts, he wants them to have places regardless of merit. Even the most pious citizens, who would be horrified at the mere mention of bribery, stoop continually to secure for themselves or their friends places, the adoption of text-books, building contracts, plumbing contract and financial profits of all sorts, directly or indirectly, through the politicians who happen to be in office.

The education of the public to higher ideals on any subject is a slow process of evolution; and we cannot hope to have our school administration free from the present political evils, and even the grosser evils of commercialism, excepting by this same slow process. Laws can help, but they are of no great value unless they follow and obey an imperative public sentiment. When people are aroused and ready for good schools, even at personal cost, then laws can be enacted and enforced which will take them out of politics. Until then we must stumble along as well as we may; but the obligation is upon all who love the schools to seek to secure the education of the public in every possible way by personal influence, through the press, and by standing and fighting.—C. B. Gilbert, in *Education*.

TRAVEL AND EDUCATION.

Boys and girls possess bodies as well as minds, and, inasmuch as prevailing educational systems give undue prominence to the cultivation of the mental faculties, it is essential that this fact be emphasized. Life cannot afford to be one-sided and generally maintains an even balance in fact, whereas educational systems are likely to do so in theory only. If it is conceded that education is a preparation for life, then our children should learn to live—to live, not for the fifteenth, but for the twentieth century. With modern inventions and the competition engendered thereby, life is not all play. Therefore work as distinguished from play, is the proper basis for an educational system. An education based on work prepare for actual life, while cultivating a sound body and a well-balanced mind. So, quite aside from the problems of industrial congestion and agricultural isolation, special stress should be laid on out-door occupations and out-door studies. This fact is beginning to be generally recognized. Let us see what has been accomplished.

One hundred and twenty-five years ago the philanthropists, the followers of Rousseau and Basedow, introduced school excursions for purposes of study and observation. The plan was well received, and expanded until at present it is a feature of almost every

school system. Forty years ago the city of Berne set aside a large sum as a permanent fund for this purpose and to-day excursions form part of the regular program. From the practice school of pedagogy at Jena, excursions are regularly undertaken to Thuringia, Franconia and the Hartz mountains. These trips require from one to three weeks' time. A Hungarian school recently visited Cronstadt, the Black sea and Rome. A Russian school attended the Paris Exposition. Sixty years ago the Armenians first sent out schools to the mountains, practicing the principles of ancient Greek hospitality; my son entertained for thy son. From Indiana, fifty-five pupils have been given a historical outing, visiting points of interest in Virginia. Nothing better could be devised to stimulate interest and impress facts.—A. M. Loehr, in *December Chautauquan*.

THE RURAL SCHOOL PROBLEM.

Despite the rapid growth in our urban population which has been so noticeable during the last two decades the report of the latest census shows that at least two-thirds of the people of the United States still live remote from the larger centers of population, upon isolated farms or in small mining and fishing villages. It would seem, therefore, that two-thirds of the children of the United States must depend, for that part of their education which is to be gained from books and school-life, mainly upon the common district school. This being the case, it is a matter of the utmost importance that these schools, the main or sole dependence of ten millions of school children, are brought up to, and kept at, the highest possible point of efficiency and usefulness. Let it be freely admitted that most cities and towns have schools of which they are justly proud, for whose improvement they are most zealous; that the higher institutions are doing well a most important work. The fact remains that the town school reaches only the minority of our future citizens, that the great majority begin and end their school life within the walls of the district school house, and are affected only in an indirect way by the influence of the higher institutions. In view of this it is well to look closely into the conditions and problems of the rural schools, to examine closely into the causes of existing deficiencies and to search for means of possible improvement.—Florence Burlingame, in the *School Journal*.

The fact is that there are fewer competent men in the world than there are open places for competent men, and our high school teachers should labor to impress this fact upon their pupils.

CURRENT EVENTS.

Nearly 2200 Filipinos took the oath of allegiance to the United States December 3.

The Secretary of the Interior will ask Congress for \$250,000 for irrigation surveys in the arid states of our country.

The American University, a Methodist Institution at Washington, has now between \$2,000,000 and \$3,000,000.

Standard Oil certificates went up to \$10 on December 3. This made the \$100,000,000 capital worth over \$800,000,000.

The banks of New York have on hand \$150,000,000 to be paid out as dividends on profitable investments during January.

Turkey is reported as about to pay the claims of American missionaries for property destroyed in an armed cruiser.

At Weston, W. Va., oil wells have been dug which flow \$10,000 worth of oil a day. This is said to be the finest field yet found.

The Boers keep up their fight, and November 23 captured 400 British soldiers at Dewetsdorp. The town was recaptured November 26.

William A. Procter, of Procter & Gamble, has given to Cincinnati University a chemical library valued at \$5000. This is his second gift to the institution.

Fourteen large steel plate plants have formed a pool for five years, beginning with the new century. The list is said to include all the larger manufacturers.

Major Esterhazy, of Dreyfus fame, is reported to be in great distress, and to have written his divorced wife that he might end his misery by a bullet through his brain.

The city council of Chicago recently passed resolutions instructing the Mayor not to issue permits for boxing contests where admission is charged.

Dr. Joseph Parker, of the City Temple, London, began December 17 to edit the Sun for a week, after the Sheldon fashion. A part of the receipts are to go to city mission work.

The Hay-Pauncefote treaty relative to the building of the Nicaraguan canal passed the Senate. It is feared that Great Britain may not agree to it in its present form, owing to its offensive character.

A gold mine, supposed to be an old Spanish one, which has been unknown for a century, was accidentally discovered not long ago in Medina county, Texas, by a wealthy ranchman on his own land. He will have it worked.

The note preliminary to negotiations with China will be signed by the Ministers of all the foreign Powers interest-

ed, and negotiations may be expected to begin before long looking to a restoration of proper relations with China.

The Count Castellane is being sued in a Parisian court by a dealer in bric-a-brac for 6,500,000 francs. The Count seems to be a kind-hearted man, with little judgment, discretion or common sense. His wife was Miss Gould.

The Boers are reported as having once more deceived the English army, and to have crossed the Orange River into Cape Colony. Colesburg is said to have fallen into their hands again, and Gen. Kitchener to have been captured.

The Boer war, which was ended some time ago, has taken a fresh start. The British casualties were nearly 1000 in one week recently, and the Boers have broken through to Cape Town. The war is giving the British Government serious concern.

Crusades against vice have been started in several great cities—New York, Chicago, St. Louis, Denver and others. In Chicago the police have been implicated in connection with the basement dives, and serious charges have been made against the chief.

A report from China says that the Governor of Shansi summoned a Catholic bishop and his coadjutors to his house under pretense of protection and killed them. He then went with soldiers to the bishop's residence and killed other priests, sisters and 200 orphans, a total of at least 250.

The sessions of the Territorial Teachers' Association were held at Guthrie, Okla., on December 27. They were largely attended and were exceedingly interesting throughout. The Colored Teachers' Territorial Association held its third annual meeting at the same time and in the same city.

A party of 100 Porto Ricans, lured from their country by men interested in the sugar plantations of Hawaii, were published as being practically slaves of these men. They were deceived in the first place, and were kept in such condition as long as possible.

In a mining district in British Columbia, the candidate for the Canadian House of Commons was elected by a game of poker, the electors having agreed to select a poker player for each candidate, and give the solid vote to the candidate of the successful player.

The House of Representatives surprised the country by passing a bill making the army canteen unlawful. It also passed a bill taxing colored oleomargarine 10 cents a pound. It is not thought that the Senate will vote against these bills, seeing the majority in each case was so large.

Oom Paul Kruger, ex-President of the Transvaal, has been received with tremendous applause in France. At Marseilles, Lyons, Dijon and Paris he received great ovations, due in a considerable degree to French hatred of the English. The demonstrations seemed to raise expectations of relief for the Boers.

At the last convocation, President Harper announced the gift to the University of Chicago of \$1,500,000 from John D. Rockefeller. Of this amount, \$1,000,000 goes to the permanent endowment and the rest to be used for general needs. Leon Mandel a Chicago merchant, added \$25,000 to his previous gift of \$50,000 for an Assembly Hall.

The Kansas State Teachers' Association convened at Topeka on the 27th. Ten sectional meetings were held during the day and a large number of prominent Kansas educators were heard from. The principal address was delivered by Superintendent William Davidson, of Topeka, on "An Hour with Edgar Allan Poe."

The Government has made an appropriation for surveying a 14-foot channel from the drainage canal at Lockport down the Illinois and Mississippi rivers to St. Louis, the ultimate object being to have a deep waterway from Chicago into the Mississippi, which would enable large lake steamers to go in it.

The Supreme Court of the United States has before it the interesting question as to whether Porto Rico and the Philippines are a part of the United States or not. With the settlement of this question will be settled the constitutionality of the policy of President McKinley in putting a tariff on Porto Rican imports and keeping the Philippines in subjection to military rule.

A remarkable cure has been reported from Vienna. A lady presumably Miss Rockefeller had a serious ear trouble, causing deafness in one ear and affecting the other. The hammer and anvil bones were grown together. The operation consisted in separating them by inserting gold plates and growing a new ear drum. A complete cure is expected.

The celebration of the centennial anniversary of the removal of the national capital from Philadelphia to Washington occurred December 12, with much circumstance. The actual transfer occurred November 17, but the celebration was postponed to accommodate Senators and Representatives who did not want to make a special trip for the occasion.

Thanksgiving was observed in many places with football, and fatal results followed in some cases. At San Francisco, several hundred men and boys fell with the roof of a glass works, on which they were gathered to witness the game, and were landed on the white-hot furnace and glass vats below. Eleven were killed and more than forty injured, several perhaps fatally. At Chicago, one young man became unconscious on the field and soon died, while another received dangerous internal injuries.

Twenty-five hundred school teachers and prominent educators from the length and breadth of Illinois gathered at Springfield in the forty-seventh annual meeting of the State Teachers' Association. The Rev. Newell Dwight Hillis addressed the body on the evening of December 26. Prof. H. L. Bailey, of Cornell University, spoke on "An Experiment in New York;" "Some Practical Hints" were given by Jo-

seph Carter, Champaign, Ill., and others. President Stanley A. McKay, of Shurtleff College, Upper Alton, spoke on "The Personality of the Teacher."

The thirty-ninth session of the Missouri State Teachers' Association convened at Jefferson City, December 26, and continued in session for three days. About 800 teachers were in attendance. The meeting was ably presided over by its president, Rev. W. H. Black, D. D., president of Missouri Valley College, Marshall, Mo. Many able addresses were delivered on the practical issues of the day. Among these may be mentioned the address of Chancellor W. S. Chaplin, of Washington University, St. Louis, on "Rural Education," and Dr. Black's discussion of "Elementary Education." These meetings are exceedingly helpful and of interest to all who participate in them.

The most remarkable kidnapping that has taken place since little Charlie Ross was taken occurred at Omaha, December 18. Eddie Cudahy, son of the millionaire packer, was going home about 8 o'clock, when he was confronted by two men with revolvers, who arrested him on the plea that he had robbed his aunt of \$500. Thinking it easy to prove his identity, he went along, but was soon blindfolded and taken to an old building in some out-of-the-way place and kept in chains. A letter sent to the boy's father threatened to put out the boy's eyes unless \$25,000 were paid at once. The father took that much money in gold, put it in a bag, drove alone to a secluded spot on the next night, carrying a red lantern, and deposited the bag by a white light suspended from a stick. He then turned about and went home. About 1 o'clock in the morning his boy was dropped at a corner near his home by the kidnappers, and was soon restored to his terrified parents. It is predicted that such kidnapping cases will become frequent now, as the temptation will be too great for unscrupulous men.

The expenses of the Government, which were \$360,754,159 in 1897, the last year before the war, had leaped to \$487,713,791 in 1900. Total revenues, which in 1897 were \$347,721,705, have sprung under increased customs receipts and a war tax still in force to \$567,240,851. The army in 1897, which consisted of 25,000 men, has grown to 103,000. In this the expenses have swollen from \$23,275,402 to \$130,000,000, the amount of the estimate for next year. The navy has more than doubled in size; its cost has advanced from \$30,500,000 to \$87,000,000. The customs receipts of 1900 were \$56,610,744 more than in 1897; the internal revenue receipts were \$148,639,352; the miscellaneous receipts were \$14,269,049. Of the increase in internal revenue receipts, at least \$125,000,000 were from the war tax. With all the increased expenses due to the war with Spain there was a surplus of \$79,527,000 for the fiscal year ended June 30, 1900, which Secretary Gage managed to cut down about \$55,000,000 by bond purchases, redeeming bonds and carrying out the refunding act. At the close of business December 1 the cash balance in the treasury was \$139,176,791.17.

Taking the first footstep with a good thought, the second with a good word, and the third with a good deed, I entered Paradise.

PRACTICAL METHODS

ORIGINAL TEST PROBLEMS.

By Louis Baer.

Series A. No. 5.

1. The amount of a certain note at its expiration was \$823.20. The time of the note was 2 years, 11 months and 6 days, the rate 6 per cent. What was the face of the note?
2. Find the compound interest of \$600 at 6 per cent for 1 year, interest payable quarterly.
3. A note of \$300 was drawn February 12 1884, at 6 per cent, payable on demand. What was due on this note December 12, 1884?
4. Mr. Ross wants to make 12 per cent on his money. I am willing to pay 12 per cent in order to get a certain amount of money. Since 12 per cent is illegal, we agree to draw a noninterest-bearing note so that he may realize 12 per cent on his money. The face of the note is \$517.50. How much money did I get on this note?
5. I loaned A \$400 at 6 per cent, and received \$59 interest. I then loaned the \$400 to B at 6 per cent, and received \$46.80 interest. I then loaned the \$400 to C at 6 per cent, and received \$74.40 interest. I then loaned the \$400 to D at 6 per cent, and received \$38.40 interest. What time elapsed from the time A got the money until D paid it to me?
6. Find the difference between the simple interest and the annual interest of \$600 at 4 per cent from January 1, 1897, to July 1, 1900.

ORIGINAL TEST PROBLEMS.

By Louis Baer.

Series A. No. 6.

1. A receives \$5.865 from B as interest on a note of \$80, the rate was 6½ per cent; find how long B had the use of A's money.
2. Find the compound interest of \$400 at 4 per cent for 2 years, 6 months; interest payable semi-annually.
3. How long must A loan B \$100 at 10 per cent simple interest to draw \$200 from B?
4. In what time will any principal double itself at 6¼ per cent?
5. The rate is 5.5 per cent, principal \$400, interest \$50.05. Find the time.
6. Find the difference between the simple and compound interest of \$40 for 2 years, 4 months.
7. Find the difference between the simple and annual interest of \$600 at 6 per cent for 3 years, 6 months.
8. Find: (a) the simple interest of \$600 at 6 per cent for 3 years and 6 months; (b) the compound interest of \$600 at 6 per cent for 3 years and 6 months; (c) the annual interest of \$600 at 6 per cent for 3 years and 6 months.
9. Find the amount at 4 per cent compound interest of \$300 for 3 years.
10. A man loaned one party a certain amount of money at 6 per cent for 6 months, 21 days, and received \$1.34 interest; to another he loaned money at 9 per cent for 8 months and 24 days, and received \$3.30 interest; to another he loaned money for 2 years and 4 months at 6¼ per cent and received \$218.8375 interest; to another party he loaned money for 2 years, 5 months and 24 days at 7 per cent, and received \$35.635 interest. Find the total amount he loaned to the four parties.

ORIGINAL TEST PROBLEMS.

By Louis Baer.

Series A. No. 7.

1. Elmer Norton, of Kansas City, Mo., built a house on lot 3, block A, Howe street; also one on lot 5, block N, Elm street, at \$6200 each. He rents the former for 9 per cent of its value; the latter for \$45 a month. Which house pays him the more rent, and how much more?
2. The weight of a pound of gold is what per cent of the weight of a pound of wheat?
3. Dr. R. W. Tally gave W. B. Tally, his brother, a note of \$213.50, due in 9 months, without interest; but by agreement, the principal was loaned at 9 per cent for the time specified in the note. How much money did Dr. R. W. Tally get from W. B. Tally on this note?
4. The principal is \$80, time 1 year, 1 month, 1 day, the interest is \$5.865. Find the rate.
5. Counting 365 days to the year, what is the interest of \$600 from January 1, 1900, to January 31, 1901, at 5 per cent? (Interest on this note is to be paid both on the day on which the money is loaned and the day on which it is paid. One day's interest is 1-365 of 5 per cent, or 1-73 of the principal.)
6. Counting 360 days to the year, what is the interest of \$600 from January 1, 1900, to January 31, 1901, at 5 per cent? (Count exact number of days, including January 1, 1900, and January 31, 1901. The interest of one day is 1-360 of 5 per cent, or 1-72 of the principal.)
7. Find the difference in the amounts of No. 5 and No. 6 of the above examples.
8. The principal of a note is \$900, rate 4¼ per cent, the interest \$83.0875. Find the time.
9. What principal at 6 per cent will amount to \$823.20 in 2 years, 11 months and 6 days?

ORIGINAL TEST PROBLEMS.

By Louis Baer.

Series A. No. 8.

1. A merchant paid \$48.50 for a watch and sold it at a gain of 25 1-5 per cent. What did he sell it for?
2. Acting as agent for the Chicago Grain Company, I purchased 10,000 bushels of wheat at 72c a bushel, paid 1-5c a bushel for weighing, 5c a bushel for freight, 3-5c a bushel for insurance, 1 1-5c a bushel for unloading it from the car into the elevator at Chicago. The company paid me 5 per cent on all the money expended for the wheat. Find the total cost of the wheat.
3. Find the interest of \$960 at 5½ per cent for 3 years, 3 months and 3 days.
4. Counting 360 days to the year, what is the interest of \$848 at 6 per cent for the month of September?
5. Counting 365 days to the year, what is the interest of \$730 at 5 per cent for February, 1899?
6. The principal is \$400, the time 2 years, 3 months, 9 days, the interest \$50.05. Find the rate.
7. Samuel Davis paid Noah Wells \$131.90 interest on \$600 at 6 per cent. How long did Mr. Davis have the money?
8. The exact interest of a certain principal is \$291.1082, the time 5 years, 5 months, 15 days. Find the principal.
9. Find the amount of a note of \$100 at 6 per cent, dated January 3, 1900.
10. 66 2-3 per cent of 999 is 33 1-3 per cent less than what number?
11. There are 240 boys and 260 girls enrolled at the Monroe School; 215 boys and 285 girls at the Webster School. Sixteen boys and 34 girls were transferred from the Monroe School to the Webster School. The pupils now attending the Monroe School are what per cent of the number attending the Webster?

BUSY WORK.

By Elmer E. Beams, A. M.

PRICKING.

1. Prick patterns of animals and common objects, first traced and dotted by teacher.
2. Names and addresses.
3. Sentences or stories.
4. Words. Figures. Forms.

EMBROIDERY.

1. Embroider the already pricked patterns of animals and common objects.
2. Embroider vertical, horizontal and oblique lines, circles, squares, etc.
3. Embroider names.
4. Sentences or stories.
5. Words. Figures. Forms.
6. Your name. Your teacher's name. Do the work neatly.

LANGUAGE.

Give the gender of each, with the corresponding term. Use each correctly in a sentence:

king,	giant,	director,
tyro,	Jew,	editor,
wolf,	prophet,	hunter,
deer,	tallor,	sorcerer,
grouse,	tutor,	empress,
means,	abbot,	negress,
author,	duke,	preceptor,
baron,	lad,	waiter.
deacon,	mistress,	

2. Use correctly in sentences each of the following words:

- | | |
|------------|-----------|
| 1. Aisle, | 6. Crews, |
| isle, | cruise. |
| I'll. | 7. Dun, |
| 2. Bale, | done. |
| bail. | 8. Hoard, |
| 3. Breach, | horde. |
| breech. | 9. Loan, |
| 4. Broach, | lone. |
| brooch. | 10. Mews, |
| 5. Clause, | muse. |
| claws. | |

PRIMARY NUMBERS.

1. Read and complete:

$3 \times 2 = ?$	$3 \times 2 = ?$
$6 \div 1 = ?$	$7 \div 1 = ?$
$7 - 5 = ?$	$2 \div 2 = ?$
$63 \div 3 = ?$	$5 \div 2 = ?$
$2 \times 3 = ?$	$5 \times 2 = ?$
$3 \div 2 = ?$	
2. How many threes in eight, and how many over?
3. What two equal numbers equal eight?
4. What four equal numbers equal eight?
5. Make four lines and divide them into halves.
6. Make three lines and divide them into thirds.
7. Make a picture of a gallon and a quart measure.
8. How many quarts in three gallons of water?
9. In eight gills of water, how many quarts?

10. How much is:

$\frac{1}{2}$ of 4?	$\frac{1}{3}$ of 3?	$\frac{1}{4}$ of 2×2 ?
$\frac{1}{3}$ of 6?	$\frac{1}{4}$ of 8?	$\frac{1}{3}$ of 6×3 ?
$\frac{1}{6}$ of 16?	$\frac{1}{2}$ of 8?	$\frac{1}{4}$ of 8×2 ?
$\frac{2}{3}$ of 6?	$\frac{1}{4}$ of 12?	$\frac{2}{3}$ of 6×3 ?
$\frac{3}{4}$ of 8?	1-12 of 19?	$\frac{1}{2}$ of 2×2 ?

11. If there were nine eggs in a nest and three were taken out, how many would there be left? (Make picture of nest and eggs before and after.)



12. How many cents are three cents and six cents more?
13. If milk costs three cents a pint, how many pints can I buy with nine cents. (Have pupils illustrate by drawings, as follows):



14. Read and complete:

$\frac{1}{2}$ of 2 = ?	$\frac{1}{4}$ of 4 = ?
$\frac{1}{3}$ of 9 = ?	$\frac{1}{3}$ of 6 = ?
3 is $\frac{1}{2}$ of ?	2 is $\frac{1}{3}$ of ?
$\frac{1}{2}$ of 10 = ?	2 is $\frac{1}{4}$ of ?

15. If four caps cost eight dollars, how much will each cost?



16. What part of eight dollars will each cap cost?
17. John Jones had eleven cows. Seven were in the pasture and the others were in the barn. How many were in the barn?
18. This figure is a pentagon. How many sides has it?
19. How many pentagons can you make with ten sticks?
20. Make a story about 2 nuts and two nuts.

**A LESSON IN WRITING.**

1. Name four generals who are living at the present time.
2. Write a short essay on each of the following subjects: Our Country's Flag, Our Home Pets, The Spanish-American War, Our Sunday-school Excursion, Our Garden, Our New Possessions.
3. Write a letter to your teacher. One to your cousin.
4. Write a letter ordering goods.
5. Write an answer announcing shipment of goods.
6. Write a check.
7. Write a receipt for money paid you.
8. Write an invitation to a friend to attend your birthday party.
9. Name the authors of the following works and write all you can about each author: "The Sketch-Book," "Opening of a Chestnut Burr," "Kenilworth," "Robinson Crusoe," "The Pilgrim's Progress," "In His Steps."

A FEW QUESTIONS IN PHYSIOLOGY.

1. Tell the properties of the bones.
2. What is a joint? The kinds.
3. What is cartilage? Where found?
4. During what part of the day are we shortest? Why?
5. About how long does it take a broken bone to unite?
6. What is a poison?
7. How does tobacco injure the bones?
8. What besides tobacco is a poison?
9. What effect does it have upon the bones?
10. Of what use are the muscles?

FOR THE GRAMMAR CLASS.

Children often find it very difficult to understand that a word which is usually one part of speech may be used as another part of speech by changing its relation to the other words. In order to help over this difficulty, it is well to have frequent drills upon words that are often used as different parts of speech. The following exercise on the word "but" will be found helpful and ought to suggest a similar plan for the treatment of many other words:

AN EXERCISE ON "BUT."

Dispose of "but" as used in each of the following sentences:

1. He did nothing "but" find fault.
 2. They came "but" to return.
 3. The longest life is "but" a day.
 4. They found him all "but" dead from the effects of the gas.
 5. There's not a white hair on his head "but" tells of grief.
 6. There is no hearthstone howsoever defended, "But" hath one vacant chair.
 7. No one "but" he came.
 8. No one "but" him came.
 9. Summer has gone, "but" it will return again.
 10. Not a leaf flutters to the ground "but" God orders it.
- Write original sentences using "but"—
1. As a co-ordinate conjunction.
 2. As a subordinate conjunction.
 3. As a preposition.
 4. As an adverb.
 5. As a relative pronoun.

GEOGRAPHY AND CURRENT EVENTS.

In order to understand the important current events as they are transpiring from day to day, it is absolutely necessary that the pupils are thoroughly taught the geography of the Eastern countries. The following outlines will be found helpful in studying Asia and its surroundings:

CHINA.

1. Location in reference (a) to the United States; (b) to Great Britain.

Use the globe and the Mercator's map. Pupils should make imaginary journeys from New Haven and London to Hong Kong.

2. Outline: Siberia, Korea, Pacific Ocean, French Indo-China—why so called? British India, Himalaya Mountains, Mt. Everest and its approximate height.

3. Extent. Compare area with United States.

4. Relief features. Plateau of Tibet. Why is Tibet so cold and dry and the country just south of it, over the

mountains, so warm and productive? Desert of Gobi, Amoor River, Hoang-ho River, Yangtze River, plain of China—how has this been made? Himalaya Mountains—Mt. Everest, Altai Mountains.

Note the boundaries of the empire are chiefly natural boundaries. Is China peculiar in this respect, or are there other countries with natural boundaries? Do you think the fact that China has natural boundaries has had any effect upon the people as a whole? What reason can you assign for countries having natural boundaries?

Relief features are of great importance.

5. Climate. Pupils should find out themselves by means of the relief of Asia what the modifications of the climate must be and the causes for the same. Rainfall should of course be included. Dwell especially upon the causes of the climate. This may serve for a review of climate.

6. Productions and resources. (a) Agricultural—tea, rice, sugar, opium. (b) Mineral—great resources of coal and iron, but are little developed. Why so? (c) Animal—Make list of animals that are natives of Asia. Silk.

7. Occupations. (a) Chiefly agriculture; (b) manufacturing, mostly by hand; (c) trade and transportation. Few or no railroads. Why? Little foreign commerce. Why?

8. People. What have they invented?

9. Education. Very brief.

10. Government. Very brief.

11. Religion. Very brief.

12. Cities. Peking, Hong Kong, Shanghai, Canton.

13. Special. Great wall; recent events; relation of Russia and England to China.

Japan. Island Empire. Volcanic. (a) Is its climate moist or dry, and why? (b) main productions and resources; (c) chief occupations; (d) people—compare with Chinese; (e) education; (f) Tokio and Yokohama; (g) Commodore Perry; (h) recent history.

Malasia—	Australasia—	Polynesia—
Philippine,	Australia,	Sandwich,
Spice,	Papua,	Caroline,
Celebes,	New Zealand,	Ladrone,
Java,	Tasmania,	Friendly,
Sumbawa.	Caledonia, etc.	Samoan,
		Marquesas, etc.

Cities—	Seas, Gulfs, Bays—	Straits—
Manila,	Celebes,	Sunda,
Batavia,	Java,	Malacca,
Sydney,	Coral,	Macassar,
Melbourne,	New Zealand,	Torres,
Adelaide,	Carpentaria,	Bass,
Perth,	Australian Bight.	Cook.
Hobart Town,		
Honolulu,		
Auckland,		

THE BLEST.

Who are the blest?

They who have kept their sympathies awake,
And scattered joy for more than custom's sake—
Steadfast and tender in the hour of need,
Gentle in thought, benevolent in deed;
Whose looks have power to make dissension cease,
Whose smiles are pleasant, and whose words are peace.

Let us be content to work,
To do the thing we can and not presume
To fret because it's little.

—E. B. Browning.



UNDINE. By F. de La Motte Fouque. Henry Altamus, Philadelphia. 174 pp. Price 40 cents.

This is one of the publisher's new illustrated Vade Mecum series. It has an illuminated title page, ornamental in-laid sides and back, making a beautiful volume. The story is a weird story of enchantment and witchery, written in clear and beautiful style, with some wholesome lessons.

SQUIRRELS AND OTHER FUR-BEARERS. By John Burroughs. With fifteen illustrations in colors. Houghton, Mifflin & Co., Boston and New York. 149 pp. Price \$1.

This is a fine book for children, printed in large type on a page with wide margin. In simple speech, the ways of various animals are interestingly told. W. C. L.

WILDERNESS WAYS. By William J. Long. Second series. Ginn & Co., Boston. 154 pp.

This beautiful book contains some tales about eight different wild animals, all being well illustrated. The writer not only paints these creatures as they are, but gives most entertaining glimpses of his own experience with them. W. C. L.

ANATOMY, PHYSIOLOGY AND HYGIENE FOR HIGH SCHOOLS. By Henry F. Hewes, A. B., M. D. American Book Co., New York.

This book is intended as a text-book for general education in the schools. The unity of the body is kept in mind in all the discussions. A special feature is the experimental work, which is intended to enable the teacher to direct the pupils in original investigation, which is the proper method of instruction. There is a separate chapter on alcohol and alcoholic liquors. A series of questions helps to clinch the facts in each chapter. The illustrations are abundant, and there is a helpful glossary and a full index. W. C. L.

IN THE PALACE OF THE KING. Published by the Macmillan Company, New York City.

In these days when there is so much of the superficial in literature it is refreshing to come across a book that is full of true and noble sentiment. Such a book is F. Marion Crawford's "In the Palace of the King," which

has just issued from his pen. The scene of the story is laid in old Madrid, in the reign of King Philip. In marked contrast to the corruption of the court life of that period stands out the pure and spotless life of the heroine, the beautiful Dolores, and of the gentle blind Inez, and the noble, manly character of Don John of Austria, brother to the King. It portrays a love that does not hesitate to lay its life down, if need be, for the object of its love. It is a pleasure to have anything so perfect as this story. It is doubly a success, being full of human sympathy and love, as well as being thoroughly artistic.

A MANUAL OF PERSONAL HYGIENE. Edited by Walter L. Pyle, A. M., M. D. W. B. Saunders & Co., Philadelphia. 337 pp. Price \$1.50.

This is a very wise and valuable book. It contains seven treatises by seven different physicians. Hygiene of the Digestive Apparatus, of the Skin and Its Appendages, of the Vocal and Respiratory Apparatus, of the Ear, of the Eye, of the Brain and Nervous System, and on Physical Exercise. It contains much valuable information and wholesome advice, which every person should have. Both teachers and families should have such a book and be guided by its contents. The mechanical execution is all that could be desired. W. C. L.

HOW TO STUDY NATURE. By John D. Wilson, Principal Putnam School, Syracuse, N. Y. A 12mo book of 67 pages. Published by C. W. Bardeen, Syracuse, N. Y. Price 50 cents.

This is a flexible manual for teachers and adapted for use in the study of nature in elementary schools. The lessons are systematically arranged and the truths are clearly set forth. Teachers of science will find it an interesting aid. G. E. W.

ELEMENTS OF SPOKEN FRENCH. By Maurice N. Kuhn, B. es L., tutor of French in Harvard University. American Book Company, New York, Cincinnati and Chicago. 88 pages. Price 50 cents.

The present book aims to supplement the ordinary grammars and readers now in use, and is so short and simple that it can be used by students of any age. The plan consists of twenty lessons in which all elementary sounds, after having been analyzed carefully and accurately, are grouped together according to phonetic similarities regardless of spelling. In

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this way each lesson is an exercise in pronunciation and in illustration of a particular sound. Following this is a short lesson in reading, in which the sounds already learned become parts of sentences which relate to everyday life. By this method the student not only learns to speak French and to speak it correctly, but he acquires a vocabulary which is very large and which is possible in no other way with the same effort. W. C. L.

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THE SECRETS OF THE SUN AND STARRY UNIVERSE. By Henry Raymond Rodgers, M. D. A paper prepared at the request of the Young Men's Literary Club of Dunkirk, and read before that body. Published by the City Press Printing House, Buffalo, N. Y.

The author maintains that the sun and earth and other heavenly bodies, which, rotating upon their own axis and revolving through space, sets up electrical currents. These currents, coming in contact with the atmosphere of the earth, meet resistance. This resistance causes heat and light. It seems a very plausible theory.

G. E. W.

KING KINDNESS AND OTHER STORIES. By Helen Wells. C. W. Bardeen, Syracuse, N. Y. 118 pages. Price 50 cents.

These eight stories have grown out of the work of the author in the public schools of Syracuse as an officer of the Bands of Mercy and of the Society for the Prevention of Cruelty to Animals. They are fairy tales, and as such appeal to the interest and the imagination of children. But they deal with nature—with flowers and birds and animals, even with the clouds and the breezes and the months. The titles show the variety of topics: "King Kindness and the Witch," "Mother Nature's House-Cleaning," "The Naughty Raincloud," "The Story of the Lilies," "What the Maple Sugar Said," "Daisy's Trip to Fairyland," "The Trouble in Flowerland," "How Breeze Became a Detective."

W. C. L.

WRITING IN ENGLISH: A Modern School Composition. By Wm. H. Maxwell, M. A., Ph. D., City Superintendent of Schools, New York City; and George J. Smith, M. A., Ph. D., Member of the Board of Examiners, New York City. Cloth, 12mo, 269 pages. American Book Company, New York, Cincinnati and Chicago. Price 75 cents.

This is a text book for the high school, but could be used profitably in the seventh and eighth grades. Of all the many books published on this subject, each one claims a special merit over all others. The special merit claimed for this book is in its general plan of development of the subject. It begins with a study of the entire composition and leads by gradual steps through a study of the paragraphs, then sentence-construction to a careful study of words. I should think it a good book. The name of its author is a



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sufficient recommendation to the public schools.

G. E. W.

FATE MASTERED—DESTINY FILLED. By W. J. Colville. Ornamental white binding, 52 pages. T. Y. Crowell & Co., New York. Price 35 cents.

This is one of those helpful little books on self-development and the unfolding of one's interior forces that are proving such a source of inspiration to so many people to-day. Mr. Colville takes the ground that all things that cross our paths come as conditions that are to be met and mastered, and that out of all difficult, trying, or even seeming evil conditions, good must inevitably come, if we meet them fearlessly and wisely—in this way we master fate and fulfill our destiny.

W. C. L.

AN ELEMENTARY ARITHMETIC. By Frank H. Hall, author of "The Werner Arithmetic," "The Arithmetic Readers," etc. Cloth, 12mo, 248 pages. Werner School Book Company, New York, Chicago and Boston. Price 35 cents.

In his preface of this book, the author states that the spiral advancement plan upon which it is built is its prominent feature. Five fundamental thought-processes of arithmetic, namely: The uniting of numbers (of things)—addition; the separating of numbers (of things)—subtraction; the taking of numbers (of things) a given number of times—multiplication; the finding of how many times one number (of things) is contained in another number (of things)—division; and the finding of one of the equal parts of a number

(of things)—partition, are the basis of this spiral. These processes are well grouped in many different forms, and are the theme throughout the text.

G. E. W.

REVIVALS AND MISSIONS. By Rev. J. Wilbur Chapman, D. D. Lenthion & Co., New York. 220 pp. Price 60 cents.

This is a discussion, in a concise way, by one who may be called an expert in this line. For this reason it is worth considering by those who are interested in the same kind of work. It is intended to be a hand-book for practical workers. After defining revivals, there is a brief history of them in America, with answers to objections, discussions of preparation for, methods of work in, indications of, revivals, and other practical topics of special interest to workers. The "missions" spoken of are those special efforts by Episcopal and Catholic churches which most nearly correspond to the ordinary revival.

W. C. L.

A CHILD OF LIGHT; OR, HEREDITY AND PRENATAL CULTURE CONSIDERED IN THE LIGHT OF THE NEW PSYCHOLOGY. By Newton N. Riddell. Child of Light Pub. Co., Chicago. 351 pp. Price \$2. In the preface, the author says: "I have endeavored to reduce the known facts and laws of reproduction to a definite science, and present them in a non-technical, concise form, hoping thereby to enable thoughtful parents to apply these laws to the improvement of their offspring." The long list of authorities quoted show the author to be well read in his theme, and the work itself shows him to be a master. The various topics discussed in this book are handled in a truly scientific spirit, with delicacy and rare skill. The author is candid and plain in his speech, without in any sense appealing to morbid curiosity. The facts herein stated ought to have wide circulation. Every parent should know them and be guided by the teaching of the book. Every public teacher should have them and use them in a discreet way. Every person contemplating marriage should study every page of the work, and so save himself from being the victim of ignorance. No one can read the book without feeling more profoundly the dignity and worth of the human soul and the immense importance of being born aright.

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ANIMAL LIFE. A First Book of Zoology. By David Starr Jordan, Ph. D., L. S. D., President of Leland Stanford Junior University; and Vernon L. Kellogg, M. S., Professor in Leland Stanford Junior University. Cloth, 12mo, 329 pages. D. Appleton & Co., New York. Price \$1.20.

This book is evolutionary in character. It treats of the relations of animals to their surroundings and of their responsive fitting or adaptation to these surroundings. It is rather an inquiry into and an explanation of why animals are as they are. It treats the subject from the standpoint of an observer and encourages observation in the student from his very beginning of the study of animal life. This phase is that to which the attention of the most advanced modern biologists has heretofore been directed, and is the one which the authors maintain should be in the student's mind from his very beginning of the study of zoology. The book is most clearly and concisely written and the illustrations are numerous and apt. It will be of great interest to all students of biology, and I prophesy a great demand for it everywhere. The names of its authors are sufficient recommendation of its worth.

G. E. W.

THE ELEMENTS OF ARITHMETIC.—By Ella M. Pierce, Supervisor of Primary Grades Public Schools, Providence, R. I. Square, 12 mo, 149 pp. Illustrated. Introductory. Price 36 cents. Silver, Burdett & Co., Boston, New York and Chicago.

This book is intended for pupils of about the third grade. It would be a good text for pupils who have passed through the author's "First Steps in Arithmetic." The original principles in rapid addition and subtraction are marked features in the book. The drills are tactfully arranged so as to furnish much practice in the principles taught. The lessons are so simple

that any child of fair judgment can pursue the work in such a logical and natural manner as to make arithmetic a pleasure rather than a source of dread.

G. E. W.

THE SPANISH VERB: With an introduction on Spanish pronunciation. By Lieut. Peter E. Traub, First U. S. Cavalry, Assistant Professor of French, U. S. Military Academy. Cloth, 8 vo, 209 pp. Price \$1.00. American Book Company, New York, Cincinnati and Chicago.

The annexation of our Spanish colonies inculcates in the public mind the necessity of a knowledge of the Spanish language. The pronunciation and the verb are the principal difficulties in the study of this language. The author states that "this book embodies the results of the system in vogue at the U. S. Military Academy," which is a sufficient recommendation of its worth. It will create a revolution in the study of the Spanish verb.

G. E. W.

GRAMMAR SCHOOL ARITHMETIC. By A. R. Hornbrook, A. M., author of a Primary Arithmetic and a Concrete Geometry. Cloth, 12 mo, 416 pp. Price 65 cents. American Book Company, New York, Cincinnati and Chicago.

This book is well adapted to grammar school work. Practical work is combined with that of a disciplinary character, so that the pupil receives an excellent training in all the more important phases of arithmetic. Business arithmetic is well presented. The subjects are developed in a natural order and by easy steps. The treatment is inductive and the methods of computation are most simple and direct. By these methods the pupil is encouraged to state the necessary rules and definitions in his own language. G. E. W.

MIND AND HAND: Manual Training, the Chief Factor in Education. By Charles H. Ham. Cloth, 12 mo, 490 pp. Illustrated. Price \$1.25. American Book Company, New York, Cincinnati and Chicago.

This is the author's third edition of "Manual Training, the Salvation of Social and Industrial Problems." The solution of the labor question, like all other great social questions, lies in education. If more attention were paid to the subject of manual training in our public schools, honest labor would be raised to a dignity scarcely comprehensible. This book gives detailed description of laboratory work for a three years' course of instruction. It includes, also, a brief history of manual training among various people. It is an interesting book. G. E. W.

I wish to thank you for the most excellent paper you have edited during 1900. In the last three numbers you seem to have reached the top rungs of the school journal ladder. While every issue has been strong, helpful and inspiring, these have quite lifted the teacher to a higher plane. I have been teaching sixteen years, and have been more or less acquainted with the school journals of our country, but these three issues seem the best to me. My teachers join me in this. Wishing you a Merry Christmas and Happy New Year to you and yours, not forgetting the office people, I am, very truly—Moses E. Wood, Horse Cave, Ky.

A FAMILAR CALENDAR

The 1901 edition of the Columbia desk calendar is being distributed by the American Bicycle Co., Columbia Sales Department, Hartford, Conn. It will be sent to any address upon receipt of five 2-cent stamps. This unique and useful compilation has been issued annually for the last sixteen years and it has come to be regarded as an indispensable article in many business offices and homes.

I regard the Journal as very excellent—excellent in editorials and in contributions. In the present December number are some fine contributions: "Some Problems on Intermediate Education," by Edwin A. Greenlaw; "Nobleness of Speech," by Mayme Watson Warren; "Queen Dido," by Estelle Gardiner; "Personality in the Teacher," etc. All excellent. Go on with your good work.—J. Fairbanks, Springfield, Mo.

NOTICE TO TAX PAYERS.

You will please take notice that under the provisions of an act of the Legislature, approved Feb. 16, 1899, all current Tax Bills become delinquent on and after Jan. 1, 1901, and I will be compelled to charge interest at the rate of one per centum per month. To avoid the usual rush Tax Payers are requested to call early.

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Literary Notes

The Saturday Evening Post of December 22 contained one of a series of very strong articles on different phases of our national politics by ex-President Grover Cleveland.

"A Comedy of Cross-Purposes in the Carolinas" is the complete novel contained in the January number of the new Lippincott Magazine. It also contains a number of bright and interesting short stories, interspersed with some beautiful poems.

With the Delineator in the house, its lady readers know that they have the very latest "dress news" at hand. The science of housekeeping, the care of children in sickness and in health, the art of living well—in all of these things and a great many others this magazine is acknowledged to be the best exponent in the world.

Brilliant names crowd the pages of the January Success. Joseph Chamberlain discusses England's future; Admiral Dewey and General Miles give their views on the young men's chances in the army and navy; Chauncey M. Depew, Thos. A. Edison and others discuss the probable condition of America, morally and materially, fifty years hence.

The January number of the American Monthly Review of Reviews contains important and carefully written articles about people, among which may be mentioned a sketch of Mark Twain, a capital article on Sir John Tenniel and his career of fifty years with "Punch." The problem of the Philippines is discussed by Mr. Jas. B. Rogers.

McClure's Magazine for January contains the first installment of the Memoirs of Clara Morris, called "Recollections of the Stage and Its People." A character study of Emperor William is intensely interesting. "Great Achievements in Modern Bridge Building" is vividly sketched. It also contains a number of stories.

"Illustrative Notes" on the Sunday-school lessons for 1901 will be hailed with delight by all Sunday-school workers. It contains 400 pages, consisting of explanatory and critical comments, helpful suggestions, practical observations, numerous pictorial illustrations and accurate maps. It is issued by Eaton & Mains, New York City, and by Jennings & Pye, of Cincinnati, at the very low price of \$1.25.

Littell's Living Age will present in 1901 the ablest essays and reviews, the most interesting sketches of travel and discovery, the best poetry, the most biographical, historical, scientific and political information from the entire body of foreign current literature and from the pens of the ablest writers of the day. "The Treasure," "A Parisian Household" and "Memories of My Childhood and Schooldays" will appear as serials during the year.

The hearty reception which musicians everywhere accorded the original Beacon Song Collection, compiled by Mr. Griggs a few years ago, has led to the production of "The Beacon Song Collection No. 2." It is for use in high schools, colleges, etc., and contains patriotic songs, sacred songs, special school exercises, to the number of 250 songs. In fact, it is a complete musical library for schools of the higher grade. It is issued by Silver, Burdette & Co., at the low price of 72 cents.

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Scribner's Magazine for January is replete with good things. Thomas F. Millard gives a critical comparison of the merits and defects of the various armies on the field in China. Henry Norman tells of "The Russian of Today." Stephen Bonsal relates the adventures of a voyage in a plague ship along the China coast.

A glimpse of the luxury with which rich Americans surround themselves is given in the January issue of the Ladies' Home Journal, under the title of "Housekeeping in a Millionaire's Family." Chas. Major tells a thrilling "Blue River Bear Story;" Howard Clifford contributes another chapter of "The Story of the Young Man." In fact, this issue is filled from cover to cover with matter which interests, instructs and pleases.

"Helps for Ambitious Girls" has just been issued from the pen of William Drysdale, and aims to assist girls in selecting a calling. Girls with ambition are not only told what to do in order to succeed, but they are shown how to do it. Although the volume is full of information, it contains no prosy pages, for its author is an adept at mingling his information with anecdote and humor. The book is issued by T. Y. Crowell & Co., and sells for \$1.50.

In his dainty little book, "Good Manners and Success," Mr. Orison Swett Marden shows how good manners are essential to the highest success in life. He recommends the habit of self-con-

trol, and speaks of the care of the person and the habit of dressing neatly as an index of character. It is beautifully bound in white, and makes a useful as well as an ornamental holiday gift. It issues from the press of T. Y. Crowell & Co., of New York City, and the price is 35 cents.

The December number of Current History has an unusual abundance of timely articles, among them reviews of the most recent developments in China, South Africa, Europe and our new American possessions. As a systematic summary of contemporary history, no one who attempts to keep in touch with the news of the world should be without this convenient record of all that is worthy of permanent preservation. Current History Company, Boston, Mass.

Out of the thousands of books that yearly emanate from the press, a large proportion of them neither give temporary nor lasting mental nourishment. In a charming little volume entitled "Books That Nourish Us," Mrs. Annie Russell Marble definitely points out not only the classes of literature which are worthy of our attention, but she mentions the titles of many which she considers worthy of being read. This book is published by T. Y. Crowell & Co., New York City. Price 25 cents.

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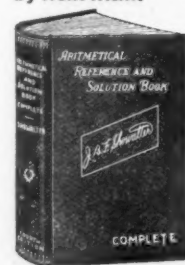
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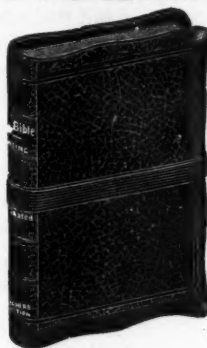
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